COMMUNITY RESOURCES AVAILABLE TO
THE KNOXVILLE COMMUNITY SCHOOLS

A Field Report
Presented to
The Graduate Division
Drake University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Science in Education

by
Lois M. Akins
August 1965
COMMUNITY RESOURCES AVAILABLE TO
THE KNOXVILLE COMMUNITY SCHOOLS

by
Lois M. Akins

Approved by Committee:

[Signatures]

Dean of the Graduate Division
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**Statement of the Problem.** It was the purpose of this study to survey and organise the available resources of this area for the use by the staff of the Knoxville schools for better understanding and curriculum enrichment.

**Importance of the Study.** Never in the history of the country has it been more important for the school to provide the maximum in educational opportunities for the youth.

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CHAPTER I  INTRODUCTION

"The community school as an agency for achieving social ideals seeks to draw upon curriculum resources in the local setting as well as in larger spheres." 1 This is the way DeYoung expressed his idea of the value of community resources. The use of such resources can add strength and variety to the curriculum and will give it a practical aspect which students are more likely to accept. 2 The investigator believes the community survey is only one way of making these resources known to the school personnel.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to survey and organize the available resources of this area for the use by the staff of the Knoxville schools for better understanding and curriculum enrichment.

Importance of the study. Never in the history of the country has it been more important for the school to provide the maximum in educational opportunities for the youth.


attending our schools. Because of the objectives of education, it is desirable to use intelligently the resources available in the community. These resources will provide experiences from the total environment.

II. DEFINITION OF TERMS

It must be understood that time and the size of the school community pertains to the area which lies within the boundary lines of the Knoxville Community School District. In this study were limited to those available in the Knoxville Community School District.

Community resources. The term community resources in order to be used to the greatest advantage, these resources applies to any person, place, or establishment that can be utilized by the teachers to contribute to the total educational experience of the students.2

Resource persons. The term resource persons applies to those persons who can be used in the school and by the use of their skills or talents can contribute to the educative program. After examination of a study by Flimer,1 a questionnaire was developed by the investigator and validated by Material resources. Material resources applies to any business or establishment that is suitable for a field trip.


Field trip. Field trip designates any organized excursion taken by school pupils as a part of the educative process used in the classroom.

It must be understood that time and the size of the school district limits a study of this nature. It is impossible to contact and list all of the resources in all areas.

Community resources in this study were limited to those available in the Knoxville Community School District. In order to be used to the greatest advantage, these resource lists must be constantly revised and kept up-to-date.

IV. PROCEDURE

A review was made of professional literature in the area of community resources.

Questionnaire. After examination of a study by Pilmer,1 a questionnaire was developed by the investigator and validated by three faculty members of the Knoxville Community Schools. After validation, the questionnaire was given to the oldest member of each family represented in the elementary grades of the Knoxville Community Schools. This method of survey was selected because the investigator did not have a

thorough knowledge of the community. The returned questionnaires indicated the existence of the resources available for use in the schools. Six hundred thirty questionnaires were distributed; one hundred seventy-four were returned.

Within this chapter the investigator will review pertinent literature on the use of community resources and present criteria for the selection of resources used.

Because of the objectives of education, it is desirable to use intelligently the resources available in the community. These resources provide experiences from the total environment.

Authorities have emphasized that resource material can best be utilized by making sure there is much careful planning. Dillon recommended that in addition to carefully planned field trips, resource persons be used as either visitors, consultants, or as both.¹

Sandholm emphasized including points of interest within the community along with a list of resource persons. In order for either to be good they must be pupil-centered planned. Sandholm believes such study of the community could give teachers a chance to gain superior understanding of the backgrounds of their students.²

¹Dillon, op. cit., pp. 56-57.
Within this chapter the investigator will review pertinent literature on the use of community resources and present criteria for the selection of resources used.

Because of the objectives of education, it is desirable to use intelligently the resources available in the community. These resources provide experiences from the total environment. This desire in the child.

Authorities have emphasized that resource material can best be utilized by making sure there is much careful and guides them to analyze the situation. Real planning. Dillon recommended that in addition to carefully planned field trips, resource persons be used as either visitors, consultants, or as both.

Good relations are important in any area of public life, but in no area are they any more important than in the within the community along with a list of resource persons. Sandholm believed a study of the community could give teachers a chance to gain superior understanding of the backgrounds of their students.

1Dillon, op. cit., pp. 56-57.
By using community resources, schools can more adequately provide for the needs of children as well as allowing schools to adjust to the necessary changes in education.

Pilmer concurred: "The uses of community resources indicated that changes in education are more adequately met by schools utilizing resources of the past and present community."

Children are naturally inclined to want to investigate and reason for themselves, VanDolen and Brittel understood the need for developing this desire in the child. The schools must do their best to aid in developing this desire. The good educator today does much more than have his students read about community activities. He gives them opportunity to observe, sets up a problem and guides them to analyze the situation. Real learning takes place and useful growth occurs when the student has the freedom to explore his environment and receives guidance in learning how to behave in the situations of day-to-day living.

Good relations are important in any area of public life, but in no area are they any more important than in the schools. In the past many articles have been written concerning school-community relations. Cook and Cook in their book declared, "For a decade or more, over half of all the..."

1 Pilmer, loc. cit.
writing on school-community relations has been on this topic.¹

Teachers and pupils planning a field trip together give the desirable training in democracy so necessary for our children today, Pilmer has said: "The world-citizen of tomorrow is first the community-citizen of today."²

Use of the ability to produce a significant result in Koopman declared: the program of the school. They feel identified with the school. It is their school, the school they belong to.

The sharing of abilities enriches life for both the individual and the group. It is important in a democracy that each individual through his experience develop a democratic principle of conduct which will give internal consistency to his value and behavior.³

Teachers often tend to separate the educational experiences of the school and those experiences of the child in the community so he will be useful in the community. By doing this teachers have destroyed one of the better ways of developing a lesson in democratic living. Koopman stated:

"There is no greater folly in educational thinking than this: To isolate the educational process from the realities of community life.

Over a period of years proponents have initiated into practice what they believed to be the best in educational theory. Today leading educators have agreed that the primary function of education is to support, enlarge, perpetuate, and strengthen the democratic way of living and to improve upon it as far as the individual or group is concerned. Too often schools have existed in a sphere more or less removed from contact with real community life.

²Pilmer, op. cit., p. 12.
Education to be realistic must be closely associated with the problems and resources of modern life. The use of resource persons who are brought into the school as part of the educational program can foster a desirable relationship between the school and the community.

Menge and Founce have told of the value of this:

Use of lay adults produces a significant result in the public relations program of the school. They feel identified with the school. It is their school, their program, and anything they can do to promote this program, they are glad to do. Any unfounded criticism would not make much headway, for the adults in the neighborhood know the school program from personal repeated contacts.

Teachers often tend to separate the educational experiences of the school and those experiences of the child in the community. By doing this teachers have destroyed one of the better ways of developing a lesson in democratic living. Koopman stated:

There is no greater fallacy in educational thinking than the belief that public education in a democracy should go on in classrooms isolated from the main currents of community life. The school and community are inseparable in the educative process.

Dewey felt the schools were wasting the child's experiences because of the isolation of the school and his life.

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3Koopman, op. cit., p. 5.
When the child gets into the schoolroom, he has to put out of his mind a large part of the ideas, interests, and activities that predominate in his home and neighborhood. So the school, being unable to utilize the everyday experiences, sets to work on another task and by a variety of means, to arouse in the child an interest in school studies. It has been conceived, by some, that all learning does not come from textbooks, neither does all useful education take place in the confines of the classroom. Education can exist wherever there is interest and desire to learn.

Dieleman stated:

The educative process has been conceived as something more significant than the mastering of conventional subject fields and the fundamental skills of learning. Not only must children learn to read, write, spell, and solve common mathematical problems, but they must also develop awareness of the big and persistent problems of providing the needs for living in the community. These cannot be understood from textbook assignments and class discussions alone. An experimental background, determined by environment, makes the reading and discussion more meaningful.

Community resources, properly used, tend to make the experiences have reality for the child. Grinnell and Young have written: The desire for personal in the community to help was

One value of first hand experience is its directness. Ideas and concepts which may be only fuzzy abstractions to the pupils may become clear and vivid when observed in actual experience. Trips into the community offer "seeing is believing" kind of verification so essential to the curiosity of young minds.

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2. Dieleman, op. cit., p. 11.
If the child has not had the experiences, Dutton and Hackett suggested using community resources to fill the gap created by the child's lack of opportunities. Although the community is a rich laboratory for the study of man and his activities, the modern child has far less opportunity to share in these activities than did the children in simpler, handicraft societies. Many doors are closed to the modern child, and the value and significance of numerous activities are hidden from his sight.

As a result of this review of literature, the investigator used the following criteria for selecting the resources of the students being taught. The instructional units developed to be used elsewhere will not always satisfy the present needs. To do this, teachers often need to alter plans. The teacher must fit the instruction to meet the needs of the students being taught. The instructional program to the extent that most of the instructional materials are highly important, but alone they are simply not sufficient. That is why the community school opens doors for experiences between the school and community through wise use of resource people and field trips.

In this study the investigator found many resources. The desire for persons in the community to help was apparent. By simply returning a questionnaire, the person has shown his desire to aid in the educative program. The answers given on the form gave an idea of what type of aid could be expected from that person.

Stretch believed the returning of her questionnaires was an indication of the resource person's willingness to aid the school in the educational program. She said there were many educational resources in the community that could be used in the school. The Modern Elementary School (New York: Rinehart and Company, Inc., 1959), p. 314.

too few field trips were made and too much was covered when they were taken.  

This material could be used more and be readily available if it were recorded, as Moore and Cole have stated:

By going to the community for the source materials or illustrations, and keeping an up-to-date inventory of them, concreteness and vividness may be added to the more theoretical aspects of instruction.

As a result of this review of literature, the investigator used the following criteria for selecting the resources:

1. Resources should enrich the curriculum. Those resources should be selected that will augment the instructional program to the extent that most of the needs of students will be realized, especially the following: (a) productive participation in economic life, (b) wise use of leisure time, (c) more intelligent understanding of the progress of science, (d) active participation in good citizenship practices, and (e) the practical application of good human relations.

In this study the investigator found many resources that could apply to each of the above criteria. Some examples of productive participation in economic life are: paper office, locker plant, and the bakery. Resources to help the child learn how others have made wise use of leisure time are as follows: travel, collections, and hobbies. Selected for the ability to help the child develop social awareness have expressed a desire to adjust to the age

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1Verda M. Stretch, Educational Resources in the Community of Ravenwood, Missouri (unpublished Field Study, Department of Education, Drake University, Des Moines, Iowa, 1953), p. 60.


help the students with more intelligent understanding of the 
progress of science were: telephone company, farms, (of 
different types) and coal mine. Students might also gain in 
knowledge and understanding by taking advantage of the 
following resources: Police, Fire Department, and the Mayor's 
Office, because of the active participation in good citizen-
ship practices. The very fact that the people were interested 
makes for the practical application of good human relations. 
KNIA Radio Station and the public library are always showing 
practical human relations. I that they were accessible and 
that the resources should be adapted to the level of the 
maturity of students. Resource activities should be 
resources based on the abilities, interests, and individual 
differences of students at all growth levels. 

The resources in this study were selected from a large 
group of available resources. Only the resources with 
interest and suitability for the elementary grades were included. 
This study was made especially for the elementary grades and 
there are only a few resources that could not be adapted to 
any grade, except kindergarten and occasionally the first and 
second grades. Therefore, there has been no attempt to place 
a recommended grade level on them. Most of the resource people 
and agencies have expressed a desire to adjust to the age 
level of the group.

1 Ibid. 
2 Ibid. 
3 Ibid. 
4 Ibid.
3. Resources should be usable and accessible. The proximity of the resource agency or person, the wealth of information available, and the willingness of the agency or person, to cooperate facilitate the normal flow of resources.

The very fact that the questionnaire was returned seemed to indicate that resource material was available and the person was willing to help with the educative program. The interviews with the agencies seemed to give the same satisfaction. Since all of the listed resources were within the boundaries of the Knoxville Community School District, it was reasonable to believe that they were accessible and that there was a wealth of information available. Only the resources that seemed to be usable were included in this study. As has been stated before, the resource may need to be adjusted for group differences and age levels.

4. Resources should provide students with experiences essential for intelligent, active citizenship. These experiences should have action quality in which students can actively use those resources that will strengthen the practices of good citizenship.\(^2\)

The Police Department, the Fire Department, and the Mayor's Office could provide the student with experiences necessary for intelligent active citizenship.

5. Resources should enlarge the scope of the student's understanding of the cultural life of the community. These resources should expand the aesthetic horizon of youth for a better appreciation of the richer life.\(^3\)

\(^1\)Ibid. \(^2\)Ibid. \(^3\)Ibid.
In this study the investigator found many resources which would help enlarge the scope of the cultural life in the community, among them were the parks, museum, library, and historical places.

The investigator used Arends' form in organizing the resources. Some changes were made in the form in order to better meet the needs of the Knoxville Schools. The form used in this study was:

**Material Resources**

**I. Name of resource**

**A. Address**

1. **Street**
   Town, State
2. **Telephone number**

**B. Person to contact**

1. **Name**

**C. Time to visit**

1. **Time**

**D. Length of visit**

1. **Minutes**

**E. Advance notice**

1. **Number of days desirable**

**F. Resource value:** What the resource has to offer to the school and what the children can expect to gain from it.

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G. Area of curriculum

1. Subject areas in which this resource could be used.

Because of the problem outlined in Chapter 7, it was the purpose of this study to survey and organize the available resources of this area for the use by the staff of the Knoxville Schools for better understanding and curriculum enrichment.

Resource Persons

I. Name of person

A. Address

1. Street

Town, State

In the procedure used in this study a review was made of professional literature in the area of community resources. Then a questionnaire was developed by the investigator, after examination of a study by Filmer,1 and validated by three faculty members of the Knoxville Community Schools. After validation, the questionnaire was given to the oldest member of each family represented in the elementary grades of the Knoxville Community Schools. This method of survey was selected because the investigator did not have a thorough knowledge of the community. The returned questionnaires, and based on the existence of those categories which were included in the listing of the categories used will be found following the introduction to material resources and resource persons in Chapter Three.

1Filmer, loc. cit.

Kistler, op. cit., p. 29.
CHAPTER III

Because of the problem outlined in Chapter I, it was the purpose of this study to survey and organize the available resources of this area for the use by the staff of the Knoxville Schools for better understanding and curriculum enrichment.

In the procedure used in this study a review was made of professional literature in the area of community resources. Then a questionnaire was developed by the investigator, after examination of a study by Pilmer,¹ and validated by three faculty members of the Knoxville Community Schools. After validation, the questionnaire was given to the oldest member of each family represented in the elementary grades of the Knoxville Community Schools. This method of survey was selected because the investigator did not have a thorough knowledge of the community. The returned questionnaires indicated the existence of the resources available for use in the schools. Six hundred thirty questionnaires were distributed; one hundred seventy-four were returned.

Professional literature was reviewed to aid in establishing criteria for the selection of resources. From

¹Pilmer, loc. cit.
the writing by Flaum these five were chosen: resources should enrich the curriculum, be adaptable to the student's level, be usable and accessible, provide experiences for citizenship, and enlarge the scope of understanding community cultural life.

The investigator used Arends' form in organizing the resources. Some changes were made in the form in order to better meet the needs of the Knoxville Schools.

I. THE DIRECTORY: MATERIAL RESOURCES

The resources listed in this section of the chapter existed within the boundaries of the Knoxville Community School District. A directory has been compiled which contains pertinent information about the resources.

The material resources have been divided into these categories: Businesses, Communications, Educational Resources, Government Agencies, and Recreation. The resources were listed alphabetically in each category.

The investigator chose the categories to be of maximum assistance to the teacher who desires to use this source of information. It must be stressed that the investigator made no attempt to include every community resource but an effort was made to obtain a fair sampling of the available resources of the community.

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1Flaum, loc. cit.
2Arends, loc. cit.
The investigator did not designate a certain grade level because this survey was for elementary grades only and most of these resources were applicable to all those grades with the exception of kindergarten and perhaps occasionally first grade.

The material resources are presented as follows:

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<td>Locker</td>
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<td>Paper Office</td>
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<td>Water Conditioning Plant</td>
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<td><strong>Communications</strong></td>
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<td>2. Library</td>
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<td>3. Museum</td>
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<td>4. Pioneer Items</td>
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<td>5. Rock Collection</td>
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<td>6. Schoolhouse (Little Red)</td>
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<td>7. White Robin</td>
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<td>3. Police Department</td>
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<td>4. Post Office</td>
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<td>1. County Park</td>
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<th><strong>Organ Music</strong></th>
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<tr>
<td>2. Length of Day</td>
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**Material Resources**
MATERIAL RESOURCES

Businesses

I. Royal Pastry Shop
   A. Address
      1. 211 East Main
         Knoxville, Iowa
   B. Telephone: VI2-3913
   C. Person to contact
      1. Durl C. Schletzbaum
   D. Time to visit
      1. Monday or Tuesday after 10 A.M.
   E. Length of visit
      1. 20 minutes
   F. Advance notice
      1. One day
   G. Resource value: Children may observe cake decorating, mixing and baking of breads, rolls, cakes, etc. The process of packaging and displaying of foods will be explained. The donut machine and rotary ovens may be seen in use. The children may watch the weighing and marking of foods for retail sales.
   H. Area of curriculum
      1. Social Studies
      2. Science
      3. Health

II. Morse Locker and Market
   A. Address
      1. 206 South First
         Knoxville, Iowa
   B. Telephone: VI2-2921
   C. Person to contact
      1. Ronald C. Morse
   D. Time to visit
      1. Monday and Thursday to watch butchering
      2. Tuesday, Wednesday, Friday and Saturday to watch wrapping
      3. Monday, Tuesday, Wednesday and Friday to watch cutting
   E. Length of visit
      1. 30 minutes
   F. Advance notice
      1. One day
F. Resource value: The huge lard kettle may be seen but there is not enough room to watch curing. The children may watch cutting, packaging, labeling and storing of meat and the huge conveyer. The quick freeze room and locker room are also interesting.

G. Area of curriculum
1. Science
2. Social Studies
3. Health

III. Knoxville Express and Journal Newspapers

A. Address
1. 122 East Robinson
Knoxville, Iowa
2. Telephone: 671-2155

B. Person to contact
1. Keith Hawk

C. Time to visit
1. Thursday and Friday
2. Never Monday, Tuesday or Wednesday

D. Length of visit
1. 30 minutes

E. Advance notice
1. One week in advance

F. Resource value: The children may observe type setting, presses and the printing and processing of a picture. If time permits they will compose and print a news article to show how it is written, laid out, and printed. While at the job, the operator will make a name slug with the child's name printed in reverse. Some of the paper office's other work includes printing report cards, tickets, announcements, sale bills, programs and calendars. A guide will explain how people from all over the county send in news and often this news is adjusted to fit the type and space available.

G. Area of curriculum
1. English
2. Social Studies
IV. Culligan Water Conditioning of Knoxville

A. Address
   1. 105 North Henry
      Knoxville, Iowa
   2. Telephone: VI2-4615

B. Person to contact
   1. Mr. H. A. Taggart

C. Time to visit
   1. Any day after 1:00 P.M.

D. Length of visit
   1. 30-40 minutes

E. Advance notice
   1. Three days notice

F. Resource value: Children may observe the equipment and how it works. The manager will flush the water softener machines and explain the functions of them.

G. Area of curriculum
   1. Science
   2. Health

Communications

I. KNIA Radio Station

A. Address
   1. 1602 North Lincoln
      Knoxville, Iowa
   2. Telephone: VI2-3161

B. Person to contact
   1. Mrs. Sherry Stevens

C. Time to visit
   1. 2:00 to 2:30 P.M.

D. Length of visit
   1. 20-30 minutes

E. Advance notice
   1. One week in advance

F. Resource value: The class may observe how the radio waves go to the home. Putting a program on the air will be explained. They may see the library of records and tapes, the studio, where the news is received and the teletype. Between 2:00 and 2:30 P.M. they may view a live broadcast. The guide will discuss the amount of education necessary to work in a place of this type. The discussions will be geared to the age of the children.
Bellamy Telephone Company

I. Area of Curriculum

1. Social Studies
2. Communication
   A. Bilingual
   B. Science
3. English

Knoxville, Iowa

II. Bellamy Telephone Company

A. Address to contact
   1. 108 East Marion R. Haug

B. Time

C. 108 East Marion R. Haug

II. Time to contact

1. Mrs. Mary Jo Wickliff

C. Telephone: 312-2111

D. Person to contact

1. Wednesday near the middle of the month

E. Advance notice

1. Length of visit

F. Advance notice

1. 30 minutes

G. Resource value:

1. The children may see the mechanics of calling. There are three departments and the duties of each will be

II. Bird

A. Explained as they observe the work being

1. A display of all types of phones is available here. In the business office, the students may see the addressograph. The

2. Smaller students will be given a plate with

B. Pet their name, address and telephone number on

1. It is made with this machine. They will also

C. Time to make a telephone bill. If the group is

1. Old enough, they will be shown the thermofax

D. Lamachine as well as the machine to address the

1. Letters. They will tour the plant and be

E. Shown some of the equipment there. The micro-

1. Film library can be observed where there is a

F. Record of the toll calls. Sometimes the

1. Weather Bureau at Washington, D.C. is called

G. And students can hear the weather report.

1. Questions will be answered at the information desk. The tour will be adjusted to age level.

G. Area of curriculum

III. Coall Min Social Studies

A. Add: English

B. Science

1. Knoxville, Iowa

2. Telephone: 312-2875
Educational Resources

I. Animal Training
   A. Address
      1. Route #1
      2. Knoxville, Iowa
   B. Telephone: V12-3596
   C. Person to contact
      1. Mr. and Mrs. Don R. Haug
   D. Time to visit
      1. Spring or fall
   E. Length of visit
      1. 30 minutes
   F. Advance notice
      1. Call for appointment
   G. Resource value: The children may watch the training of animals when they visit the home.
   H. Area of curriculum
      1. Science
      2. Social Studies

II. Bird Nests
   A. Address
      1. Route #3
      2. Knoxville, Iowa
      2. Telephone: V12-2875
   B. Person to contact
      1. Mrs. Roberta Wilson
   C. Time to visit
      1. Anytime
   D. Length of visit
      1. 20 minutes
   E. Advance notice
      1. Call for appointment
   F. Resource value: The children may visit the farm. Mrs. Wilson has a collection of bird nests.
   G. Area of curriculum
      1. Science
      2. Social Studies

III. Coal Mine Tipple
   A. Address
      1. Route #3
      2. Knoxville, Iowa
      2. Telephone: V12-2875
   B. Person to contact
      1. Mrs. Roberta Wilson
   C. Time to visit
      1. Anytime
VI. Duration of visit
A. 1. 30 minutes

E. Advance notice
1. Call for an appointment

F. Resource value: The class may visit the farm.

G. Area of curriculum
1. Science

IV. Farming
A. Address
1. Route #5
2. Knoxville, Iowa

B. Person to contact
1. Walter Kingery

C. Time to visit
1. Anytime

VII. Duration of visit
A. 1. 30 minutes

E. Advance notice
1. Call for an appointment

F. Resource value: The class may visit the farm.

G. Area of curriculum
1. Science
2. Social Studies

V. Farming
A. Address
1. Route #5
2. Knoxville, Iowa

B. Person to contact
1. Mrs. Glen Hall

C. Time to visit
1. Afternoons

VIII. Duration of visit
A. 1. 30 minutes

E. Advance notice
1. Please call for an appointment

F. Resource value: The class may visit the farm.

G. Area of curriculum
1. Science
2. Social Studies

D. Length of visit
1. 30-45 minutes

E. Advance notice
1. Please call for an appointment
VI. Farming

Resource value: The class may visit the farm.
A. Address: Flower raising.
   1. Route #1
      1. Knoxville, Iowa
   2. Telephone: VI2-3592
B. Person to contact
   1. Mr. and Mrs. Don R. Haug
C. Time to visit
   1. Any time
D. Length of visit
   1. 30 minutes
E. Advance notice
   1. Please call for an appointment
F. Resource value: The class may visit the farm.
G. Area of curriculum
   1. Science
   2. Social Studies

IX. Fish

Address: Fish.
1. 1014 South Fifth
   Knoxvillle, Iowa
2. Telephone: VI2-5646
Person to contact
1. Ronald D. Sheetz
Time to visit
1. Any time
Length of visit
1. 20-30 minutes
Advance notice
1. Please call for an appointment
Resource value: Mr. Sheetz has ten tropical fish aquariums. He will show collection to group and explain the raising of fish.
Area of curriculum
1. Science

X. Flower Raising

Address: Flower raising.
1. Route #1
   Knoxvillle, Iowa
2. Telephone: VI2-3592
Person to contact
1. Mr. and Mrs. Don R. Haug
Time to visit
1. Spring and fall
Length of visit
1. 20-30 minutes
Advance notice
1. Please call for an appointment
Fossils
A. Address
1. Route #3
   Knoxville, Iowa
2. Telephone: VI2-2875
B. Person to contact
   1. Mrs. Roberta Wilson
C. Time to visit
   1. Any time except in winter
D. Length of visit
   1. 20-30 minutes
E. Advance notice
   1. Please call for an appointment
F. Resource value: Class may visit Barnett's Fossil Farm, five miles east of Knoxville. This farm is said to be one of the better collections of petrified trees in the world. Dr. Robert W. Baxter of University of Kansas said it was a very good collection. This farm was once a swamp land with rapidly growing ferns and mosses. Seeds and nuts that have been petrified may be seen here. This is a good place to study earth science.

Flowers and Gifts
A. Address
   1. 307 East Main
      Knoxville, Iowa
2. Telephone: VI2-3149
B. Person to contact
   1. Mrs. Mervin Hollingshead
C. Time to visit
   1. By appointment
D. Length of visit
   1. 20 minutes
E. Advance notice
   1. Three days in advance
F. Resource value: The guide will talk about the care of plants, planting of plants and the arrangement of flowers. Pottery, birds and butterflies used in the arrangements may be
XI. Indian Relics

Address
1. 902 West Pearl
2. Knoxville, Iowa

Telephone: VI2-5449

Person to contact
1. William Campbell

Time to visit
1. To be arranged

Length of visit
1. 30-50 minutes

Advance notice
1. Call a few days ahead

Resource value: The children may visit the site near Dunreath where many Indian relics can be seen. In a nearby area there are also many fossils. This will be under the Red Rock Dam.

G. Area of curriculum

1. Social Studies
2. Science

XII. Indian Relics

Address
1. Route #3
2. Knoxville, Iowa

Telephone: VI2-2875

Person to contact
1. Mrs. Roberta Wilson

Time to visit
1. Anytime

Length of visit
1. 20-30 minutes

Advance notice
1. Please call for an appointment

Resource value: The class may visit the home of Mrs. Wilson. She will show a collection of Indian Relics, a separate cart or wagon, blacksmith shop, and Mrs. Wilson will demonstrate many colonial room and country stores.

G. Area of curriculum

1. Social Studies
2. Science
XIII. Public Library
A. Address
1. 213 East Montgomery
   Knoxville, Iowa
2. Telephone: No phone
B. Person to contact
1. Head Librarian
C. Time to visit
1. 1:00-3:00 P.M.
2. No Fridays or weekends
D. Length of visit
1. 30-45 minutes
E. Advance notice
1. Two or three days notice
F. Resource value: The children may observe arrangements of books and magazines. They will learn how to get a library card and check out a book. The card catalogue will be explained to the group.
G. Area of curriculum
1. Reading
2. English
3. Literature

XIV. County Museum
A. Address
1. County Park
   Knoxville, Iowa
2. Telephone: No phone at museum. For arrangements call VI2-5449
B. Person to contact
1. William D. Campbell
   902 West Pearl
   Knoxville, Iowa
C. Time to visit
1. During the school year the museum is opened by appointment
D. Length of visit
1. 45 minutes
E. Advance notice
1. Call for an appointment
F. Resource value: The museum has an old threshing machine, popcorn cart or wagon, blacksmith shop, old post office, colonial room and country store. They have many collections consisting of pioneer items, bird eggs, Indian relics, arrow heads, telephones, uniforms, lamps, antiques, and weaving looms.
G. Area of curriculum
1. Social Studies
2. Science
XV. Pioneer Items
A. Address
1. Route #3
2. Knoxville, Iowa
2. Telephone: VI2-2875
B. Person to contact
1. Mrs. Roberta Wilson
C. Time to visit:
The children may see an actual
1. Any time is nearly like the country schools
D. Length of visit
1. 20-30 minutes
E. Advance notice:
1. Please call for an appointment.
F. Resource value: The class may visit the home.
   Mrs. Wilson will give a talk and show collection of pioneer items in her home or at school.
G. Area of curriculum
1. Social Studies

XVI. Rock Collection
A. Address
1. Route #3 with a number of pictures of school
2. Knoxville, Iowa schools from this county.
2. Telephone: VI2-2875
B. Person to contact
1. Mrs. Roberta Wilson
C. Time to visit
1. Any time
D. Length of visit
1. 20-30 minutes
E. Advance notice
1. Please call for an appointment
F. Resource value: The class may visit the farm. The Wilsons have a collection of rocks. Mrs.
   Wilson will also come to school.
G. Area of curriculum
1. Science

XVII. Little Red Schoolhouse
A. Address
1. County Park
B. Person to contact
1. Mrs. Jessie Adams
   123 North Third
   Knoxville, Iowa
C. Time to visit  
1. During the school year the time is arranged by appointment

D. Length of visit  
1. 20 minutes

E. Advance notice  
1. Please call for an appointment

F. Resource value: The children may see an actual school that is nearly like the country schools of the late 1800's and the early 1900's. They will find it helpful to know all of this was collected and put together mostly by donations and the work of Mrs. Adams. Mrs. Adams welcomes anyone who can play the organ for the group. The school contains blackboards of genuine slate and coal oil lamps which are complete with reflectors. These lamps are antique except for one which is a replica brought here from Boston. In the schoolhouse also can be observed the coal scuttle, pot bellied stove, lunch buckets, organ, double desks along with a number of pictures of school groups of country schools from this county. One of these group pictures is more than seventy-five years old.

G. Area of curriculum  
1. Social Studies

XVIII. White Robin  
A. Address  
1. Route #3
   Knoxville, Iowa
2. Telephone: VI2-2875

B. Person to contact  
1. Mrs. Roberta Wilson

C. Time to visit  
1. Any time

D. Length of visit  
1. 30 minutes

E. Advance notice  
1. Call for an appointment

F. Resource value: The class may visit farm to see a white robin.

G. Area of curriculum  
1. Science
Government Agencies

I. Fire Station

A. Address
1. 114 North Third
Knoxville, Iowa
2. Telephone: VI2-2131

B. Person to contact
1. Any official on duty

C. Time to visit
1. Mornings in the early part of the week

D. Length of visit
1. 20-30 minutes

E. Advance notice
1. Any official on duty

F. Resource value: The children will see the red phone used for reporting fires. There is also a two-way radio used to alert the firemen for duty. The children may see the fire siren, fire trucks, rescue wagon and the firepole. The rescue truck is also housed in this building. In the truck the children may see the boat and other equipment used for water and fire survival.

G. Area of curriculum
1. Social Studies
2. Safety and Health

II. Mayor’s Office

A. Address
1. 114 North Third
Knoxville, Iowa
2. Telephone: VI2-4422

B. Person to contact
1. Mayor Harry Willetts

C. Time to visit
1. Mornings

D. Length of visit
1. 10-15 minutes

E. Advance notice
1. Please call for an appointment

F. Resource value: The Mayor’s office is very impressive. He will talk with the children and perhaps sign his autograph. He will show them the big safe in the City Clerk’s office.

G. Area of curriculum
1. Social Studies

IV. Police Station

A. Address
1. 114 North Third
Knoxville, Iowa
2. Telephone: VI2-2131

B. Person to contact
1. Any official on duty

C. Time to visit
1. Mornings

D. Length of visit
1. 20-30 minutes

E. Advance notice
1. Any official on duty

F. Resource value: The children may see the stamp machine. They can observe the handling of letters, parcel post and money orders. Dis-
III. Police Station

Public Utilities

1. 114 North Third
2. Telephone: VI2-3144

Person to contact
1. Any official on duty

Time to visit
1. Mornings early in the week

Length of visit
1. 20-30 minutes

Advance notice
1. Call for an appointment

Resource value: The children may see the two-way radios used to contact the highway patrol, the telephones used to call from station to station. They will be shown the fingerprinting kit and if they desire they may have their fingerprints taken. The children may see and go into the city jail. If there is time they may see the parking meter money sorted and wrapped. The system for collecting this money will be explained to the group.

The police will talk to smaller children about bicycle safety. The police department will come to school and talk to the children about safety and the dangers of riding with strangers.

Recreation

IV. Knoxville Post Office

Address
1. 201 East Marion

Telephone: VI2-2210

Postmaster

Person to contact

Time to visit
1. Any day from 1:00-10:30 P.M.

Length of visit
1. 20-30 minutes

Advance notice
1. One day

Resource value: The children may see the stamp machine. They can observe the handling of letters, parcel post and money orders. Dispatching of the outgoing mail will be explained.
G. Area of curriculum
   1. Social Studies

Public Utilities

I. Water Department
   A. Address
      1. 114 North Third
         Knoxville, Iowa
   B. Person to contact
      1. Any official on duty
   C. Time to visit
      1. Mornings
   D. Length of visit
      1. 15-20 minutes
   E. Advance notice
      1. Call for arrangements
   F. Resource value: In the water department the children will be able to see the water gauges, chlorination process and other equipment used in the department. The equipment will be explained and questions will be answered.

G. Area of curriculum
   1. Social Studies
   2. Safety and Health
   3. Science

Recreation

I. County Pond
   A. Address
      1. County Park
         Knoxville, Iowa
   B. Person to contact
      1. Park Custodian
   C. Time to visit
      1. Fall or spring
   D. Length of visit
      1. 30-40 minutes
   E. Advance notice
      1. Call for appointment
   F. Resource value: Children may see swans and geese at the pond. They may also see the "Little Red Schoolhouse" and the county museum. It is recommended to have very small children take each of these trips separately. There is a shelterhouse for picnics and play equipment.

G. Area of curriculum
   1. Science
II. Music

A. Address

1. 301 West Jefferson
   Knoxville, Iowa

B. Person to contact

1. Mrs. Wayne Sutherland

C. Time to visit

1. Call for appointment
   Children: All of
   D. Length of visit
   there is sound: 20-30 minutes
   with their parents to help

E. Advance notice

1. One day

F. Resource value:

   The class may visit the home
   for organ music.

G. Area of curriculum

   Music classes were listed, many criteria

were considered. One of the most important things considered
was the way the resource could fit into the curriculum.

The availability of the resource was also a prime factor. No
attempt was made to make an extensive listing of all of the
resources in the district, but an attempt was made to get a
fair sampling of the resources available in the area.

The material was organized in categories and alphabetized
in each category for ready accessibility. The areas used to
organize this material were: Art, Health, Fabrics, Music,
Sports, Travel (Travel and Music Contingent). The
first day's content areas are presented as follows:

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<th>Area</th>
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<td>Freshman Drawing</td>
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<tr>
<td>Knitting</td>
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II. THE DIRECTORY: RESOURCE PERSONS

The resources in this part of this chapter were found by means of the questionnaires that were sent home from school with the elementary school children. All of these resource persons indicated their willingness to help the school by returning the survey sheets with their names signed.

Before the resources were listed, many criteria were considered. One of the most important things considered was the way the resource could fit into the educative program. The availability of the resource was also a prime factor. No attempt was made to make a complete listing of all of the resources in the district, but an attempt was made to get a fair sampling of the resources available in the area.

The material was classed in categories and alphabetized in each category for ready accessibility. The areas used to organize this material were: Art, Health, Hobbies, Music, Sports, Travel (foreign), and Travel (United States).

The directory of resource persons is presented, as follows:

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RESOURCE PERSONS

Art

I. Mrs. Charles Wooldridge
A. Address
   1. 209 South Conrey
      Knoxville, Iowa
   2. Telephone: VI2-4962
B. Time the person can help
   1. Afternoons
C. Resource value: Mrs. Wooldridge will come to school. She belongs to the Fad of the Month Club which is working with crafts in woodworking, sewing, painting, etc.
D. Area of curriculum
   1. Arts and Crafts

II. Mrs. Shirley Bell
A. Address
   1. 1413 Hobart
      Knoxville, Iowa
   2. Telephone: VI2-4389
B. Time the person can help
   1. Afternoons
C. Resource value: Mrs. Bell will come to school and demonstrate free hand drawing.
D. Area of curriculum
   1. Art

III. Mrs. Harold R. Dieken
A. Address
   1. Route #2
      Knoxville, Iowa
   2. Telephone: VI2-4833
B. Time the person can help
   1. Afternoons
C. Resource value: Mrs. Dieken will come to school and make a short talk. She is an accomplished knitter.
D. Area of curriculum
   1. Art

IV. Mrs. Charles Wooldridge
A. Address
   1. 209 South Conrey
      Knoxville, Iowa
   2. Telephone: VI2-4962
B. Time the person can help
   1. Afternoons
C. Resource value: Mrs. Wooldridge will come to school and tell about her painting and ceramics. This family also does drawing and woodworking.

D. Area of curriculum
1. Art

V. Mrs. Lewis Job
A. Address
1. 1010 East Montgomery
   Knoxville, Iowa
2. Telephone: VI2-2671
B. Time the person can help
1. Forenoon or afternoon
C. Resource value: Rug making (woven, braided or hooked) is a hobby of Mrs. Job's. She will come to school and give a talk.
D. Area of curriculum
1. Art

VI. Mr. Lester J. Byers
A. Address
1. 605 East Competine
   Knoxville, Iowa
2. Telephone: VI2-5573
B. Time the person can help
1. To be arranged
C. Resource value: Mr. Byers will come to school and will give a talk on woodworking.
D. Area of curriculum
1. Art

Health

I. Mrs. Carroll M. Hollingshead
A. Address
1. 209 South Park Lane
   Knoxville, Iowa
2. Telephone: VI2-4874
B. Time the person can help
1. To be arranged
C. Resource value: Mrs. Hollingshead is a cosmetologist and will demonstrate hair care and neatness. She also will show different hair styles.
D. Area of curriculum
1. Science
2. Health
II. J. R. Ashton, D.D.S.
A. Address
1. 1113 Roosevelt
   Knoxville, Iowa
2. Telephone: VI2-4453
B. Time the person can help
1. To be arranged
C. Resource value: The children may visit Dr. Ashton's office or he will come to school to explain the importance of good teeth.
D. Area of curriculum
   1. Health

III. Mrs. Harold Dieken
A. Address
1. Route #2
   Knoxville, Iowa
2. Telephone: VI2-4833
B. Time the person can help
1. Afternoons
C. Resource value: Mrs. Dieken is a first aid instructor and will come to school to make a short talk.
D. Area of curriculum
   1. Health and Safety

Hobbies

I. Mrs. Carroll M. Hollingshead
A. Address
1. 209 South Park Lane
   Knoxville, Iowa
2. Telephone: VI2-4874
B. Time the person can help
1. Forenoon or afternoon
C. Resource value: Mrs. Hollingshead will come to school and give a short talk. She raises miniature Pincher dogs and trains them for the show ring. She has three champions.
D. Area of curriculum
   1. Science

II. Mrs. Neola Ashton
A. Address
1. 1113 Roosevelt
   Knoxville, Iowa
2. Telephone: VI2-4453
VI. B. Time the person can help
   A. 1. To be arranged
   C. Resource value: Mrs. Ashton raises fish as a hobby and will make a short talk.

D. Area of curriculum
   B. 1. Science

III. William Goff
A. Address
   1. 506 West Main
   Knoxville, Iowa
   2. Telephone: VI2-2324

B. Time the person can help
   A. 1. Afternoons
   C. Resource value: Mr. Goff will come to the school and will give a short talk on the raising of tropical fish.

D. Area of curriculum
   1. Science

IV. Mr. and Mrs. Joseph Johnston
A. Address
   1. 714 East Montgomery
   Knoxville, Iowa
   2. Telephone: VI2-5241

B. Time the person can help
   A. 1. To be arranged
   C. Resource value: The Johnstons raise tropical fish and will give a short talk at the school.

D. Area of curriculum
   B. 1. Science

V. Mrs. Neola Ashton
A. Address
   1. 1113 Roosevelt
   Knoxville, Iowa
   2. Telephone: VI2-4453

B. Time the person can help
   A. 1. To be arranged
   C. Resource value: Mrs. Ashton will show her collection of antiques to the children.

D. Area of curriculum
   B. 1. Social Studies

IX. B. Time the person can help
   A. 1. To be arranged
   C. Resource value: Mrs. Ashton will show her collection of antiques to the children.

D. Area of curriculum
   B. 1. Social Studies
VI. Mrs. Richard McVey
A. Address
   1. 409 West Madison
      Knoxville, Iowa
   2. Telephone: VI2-3787
B. Time the person can help
   1. Afternoons
C. Resource value: Mrs. McVey will show a
collection of antique hand tools.
D. Area of curriculum
   1. Social Studies

VII. Mrs. James Hollingshead
A. Address
   1. 209 South Park Lane
      Knoxville, Iowa
   2. Telephone: VI2-4874
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Hollingshead has a
collection of books and magazines and will
come to school to give a short talk.
D. Area of curriculum
   1. Social Studies

VIII. Mrs. Charles Wooldridge
A. Address
   1. 209 South Conrey
      Knoxville, Iowa
   2. Telephone: VI2-4962
B. Time the person can help
   1. Afternoons
C. Resource value: Mrs. Wooldridge will be glad
to show her collection of old books.
D. Area of curriculum
   1. Social Studies

IX. Mrs. Roberta Wilson
A. Address
   1. Route #3
   2. Telephone: VI2-2875
B. Time the person can help
   1. To be arranged
C. Resource value: The class may visit the farm or
   come to school. Mrs. Wilson will come to school. She has a
   collection of butterflies and a fossil farm.
D. Area of curriculum
   1. Science
X. Mr. Dean Lewis
   A. Address
      1. 709 Jackson Street
      2. Telephone: VI2-2863
   B. Time the person can help
      1. To be arranged
   C. Resource value: Mr. Lewis will come to talk and show his collection of coins.
   D. Area of curriculum
      1. Social Studies
      2. Arithmetic

XI. Mrs. Richard McVey
   A. Address
      1. 409 West Madison
      2. Telephone: VI2-3787
   B. Time the person can help
      1. To be arranged
   C. Resource value: Mrs. McVey has a collection of coins. The class may visit the home or she will come to school.
   D. Area of curriculum
      1. Social Studies
      2. Arithmetic

XII. Mrs. Chet Mathews
    A. Address
       1. Harvey, Iowa
       2. Telephone: VI2-3208
    B. Time the person can help
       1. To be arranged
    C. Resource value: Mrs. Mathews will come to school and give a talk. She has a few old foreign coins and lots of pictures.
    D. Area of curriculum
       1. Social Studies
       2. Arithmetic

XIII. Mr. and Mrs. David Norton
    A. Address
       1. Route #2
       2. Telephone: VI2-4380
    B. Time the person can help
       1. To be arranged
C. Resource value: The Nortons will come to school and show old coins.

D. Area of curriculum
1. Social Studies
2. Arithmetic

XIV. Mrs. Wayne Sutherland
A. Address
1. 301 West Jefferson
   Knoxville, Iowa
2. Telephone: VI2-4552

B. Time the person can help
1. To be arranged

C. Resource value: Mrs. Sutherland has a collection of old coins and will come to school for a talk.

D. Area of curriculum
1. Social Studies
2. Arithmetic

XV. Mrs. James Hollingshead
A. Address
1. 209 South Park Lane
   Knoxville, Iowa
2. Telephone: VI2-2970

B. Time the person can help
1. To be arranged

C. Resource value: Mrs. Hollingshead will come to school and tell about her doll collection.

D. Area of curriculum
1. Social Studies

XVI. Mrs. Charles Wooldridge
A. Address
1. 209 South Conrey
   Knoxville, Iowa
2. Telephone: VI2-4962

B. Time the person can help
1. Afternoons

C. Resource value: Mrs. Wooldridge will give a short talk on flower raising.

D. Area of curriculum
1. Science
2. Art

XX. Mrs. Moore
A. Address
1. 209 South Conrey
   Knoxville, Iowa
2. Telephone: VI2-3037

B. Time the person can help
1. Afternoons

C. Resource value: Mrs. or Mrs. Moore will show their collection of rocks at school.

D. Area of curriculum
1. Science
XVII. Mrs. Wayne Sutherland
A. Address
1. 301 West Jefferson
   Knoxville, Iowa
2. Telephone: VI2-4552
B. Time the person can help
1. To be arranged
C. Resource value: Mrs. Sutherland has a hobby of photography. She also takes pictures for a newspaper. She will come to school and explain her work.
D. Area of curriculum
   1. Social Studies

XVIII. Mr. and Mrs. E. J. Hunt
A. Address
1. 714 West Larson
   Knoxville, Iowa
2. Telephone: VI2-3778
B. Time the person can help
1. To be arranged
C. Resource value: Mr. and Mrs. Hunt would come to school and talk. They have a rock collection.
D. Area of curriculum
   1. Science

XIX. Mrs. Richard McVey
A. Address
1. 409 West Madison
   Knoxville, Iowa
2. Telephone: VI2-3787
B. Time the person can help
1. To be arranged
C. Resource value: The class may visit the home of Mrs. McVey will come to school and show a collection of rocks.
D. Area of curriculum
   1. Science

XX. Mr. and Mrs. Jack Moore
A. Address
1. 1408 North Grant
   Knoxville, Iowa
2. Telephone: VI2-3032
B. Time the person can help
1. Afternoons
C. Resource value: Mr. or Mrs. Moore will show their collection of rocks at school.
D. Area of curriculum
   1. Science
XXI. Mr. and Mrs. David Norton
A. Address
   1. Route #2
   Knox, Iowa
   2. Telephone: VI2-4380
B. Time the person can help
   1. To be arranged
C. Resource value: Mr. or Mrs. Norton will show
   a rock collection at school to children.
D. Area of curriculum
   1. Science

XXII. Mrs. James Hollingshead
A. Address
   1. 209 South Park Lane
   Knoxville, Iowa
   2. Telephone: VI2-2970
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Hollingshead will display
   and talk about her shell and rock collection.
D. Area of curriculum
   1. Science

XXIII. Mrs. Eva May Mihard
A. Address
   1. Harvey, Iowa
   2. Telephone: No phone
B. Time the person can help
   1. Afternoons
C. Resource value: Mrs. Mihard has a collection
   of shells.
D. Area of curriculum
   1. Science
   C. Resource value:
   The class may come to Mrs. Mihard's house for a demonstration of
   shells.

XXIV. Mr. William Goff
A. Address
   1. 506 West Main
   Knoxville, Iowa

B. Time the person can help
   1. Afternoons
C. Resource value: Mr. Goff will come to school
   to talk and show his stamp collection.
D. Area of curriculum
   1. Social Studies
   C. Resource value: Piano playing is a hobby of
   Mr. Goff. He will come to school and
   demonstrate.
E. Area of curriculum
   1. Music
XXV. Mr. and Mrs. Fred Parker
A. Address
1. 905 North Grant
   Knoxville, Iowa
2. Telephone: VI2-3673
B. Time the person can help
   1. To be arranged
C. Resource value: Mr. or Mrs. Parker will show their stamp collection to the children.
D. Area of curriculum
   1. Social Studies

XXVI. Mrs. Wayne Sutherland
A. Address
1. 301 West Jefferson
   Knoxville, Iowa
2. Telephone: VI2-4552
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Sutherland has a collection of stamps and will show it at school.
D. Area of curriculum
   1. Social Studies

Music
I. Mrs. Wayne Sutherland
A. Address
1. 301 West Jefferson
   Knoxville, Iowa
2. Telephone: VI2-4552
B. Time the person can help
   1. To be arranged
C. Resource value: The class may come to Mrs. Sutherland's house for a demonstration of organ music.
D. Area of curriculum
   1. Music

II. Mrs. Lester J. Byers
A. Address
1. 605 East Competine
   Knoxville, Iowa
2. Telephone: VI2-5573
B. Time the person can help
   1. To be arranged
C. Resource value: Piano playing is a hobby of Mrs. Byers. She will come to school and demonstrate.
D. Area of curriculum
   1. Music
III. Mrs. Charles Wooldridge
A. Address
   1. 209 South Conrey
      Knoxville, Iowa
   2. Telephone: VI2-4962
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Wooldridge will come to
   school to demonstrate piano and vocal music.
D. Area of curriculum
   1. Music

Sports

I. Mrs. Neola Ashton
A. Address
   1. 1113 Roosevelt
      Knoxville, Iowa
   2. Telephone: VI2-4453
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Ashton has a hobby of
   mountain climbing and has mountain climbing
   equipment. She will make a short talk.
D. Area of curriculum
   1. Social Studies
   2. Science
   3. Physical Education

II. Dr. Richard W. Myers
A. Address
   1. Quonset L
      Knoxville, Iowa
   2. Telephone: VI2-2477
B. Time the person can help
   1. To be arranged
C. Resource value: Dr. Myers will come to school
   and give a short talk on tennis, golf, basket-
   ball, football and baseball.
D. Area of curriculum
   1. Physical Education

III. Mr. Chester Blackman
A. Address
   1. 108 North Conrey
      Knoxville, Iowa
   2. Telephone: VI2-2409
B. Time the person can help
   1. To be arranged
IV. C. Resource value: Mr. Blackman water skis and will come to school to talk about it and boating safety.

D. Area of curriculum
   1. Health
   2. Safety
   3. Physical Education

Travel (foreign)

I. Mr. and Mrs. Arthur Nickerson
   A. Address
      1. 818 South Street
      2. Knoxville, Iowa
   B. Time the person can help
      1. To be arranged
   C. Resource value: Mr. and Mrs. Nickerson will show a collection of curios from Africa. They can also get pictures of Africa.
   D. Area of curriculum
      1. Social Studies

II. Mrs. Neola Ashton
    A. Address
       1. 1113 Roosevelt
       2. Knoxville, Iowa
    B. Time the person can help
       1. To be arranged
    C. Resource value: Mrs. Ashton has taken trips to Canada and will show pictures at school.
    D. Area of curriculum
       1. Social Studies

III. Mr. Glenn D. Borchert
     A. Address
        1. 1507 West Montgomery
        2. Knoxville, Iowa
     B. Time the person can help
        1. To be arranged
     C. Resource value: Mr. Borchert will make a short talk and show pictures of Canada.
     D. Area of curriculum
        1. Social Studies
IV. Mr. and Mrs. Ned K. Job
A. Address
   1. 1301 West Middle
      Knoxville, Iowa
   2. Telephone: VI2-3431
B. Time the person can help
   1. To be arranged
C. Resource value: Mr. and Mrs. Job have handicraft from Canada and will show it.
D. Area of curriculum
   1. Social Studies

V. Mr. and Mrs. Willard Prather
A. Address
   1. 1414 Hobart
      Knoxville, Iowa
   2. Telephone: VI2-2766
B. Time the person can help
   1. To be arranged
C. Resource value: Mr. and Mrs. Prather will show pictures of Canada.
D. Area of curriculum
   1. Social Studies

VI. Mrs. Wayne Sutherland
A. Address
   1. 301 West Jefferson
      Knoxville, Iowa
   2. Telephone: VI2-4552
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Sutherland will show pictures of Vancouver Island and Nova Scotia.
D. Area of curriculum
   1. Social Studies

VII. Mr. Dean E. VanZee
A. Address
   1. Route #3
      Knoxville, Iowa
   2. Telephone: VI2-2278
B. Time the person can help
   1. To be arranged
C. Resource value: Mr. VanZee will make a short talk and show pictures of Canada.
D. Area of curriculum
   1. Social Studies

[Note: The text regarding Mr. and Mrs. Job has been moved from the IV section to the VIII section.]
VIII. Mrs. Glen Stephenson
A. Address
   1. 1212 West Madison
      Knoxville, Iowa
   2. Telephone: VI2-2076
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Stephenson will come to school and show articles of interest from Central America.
D. Area of curriculum
   1. Social Studies

IX. Mrs. Neola Ashton
A. Address
   1. 1113 Roosevelt
      Knoxville, Iowa
   2. Telephone: VI2-4453
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Ashton will show pictures of Western Europe. These pictures include scenes, movies, slides and snapshots of Spain and Turkey.
D. Area of curriculum
   1. Social Studies

X. Mrs. William Camden
A. Address
   1. 706 Jackson
      Apartments
      Knoxville, Iowa
   2. Telephone: VI2-2062
B. Time the person can help
   1. Afternoons
C. Resource value: Mrs. Camden will show and explain about a musical mug, a picture that lights up and plays music, and a 300 day clock from Germany.
D. Area of curriculum
   1. Social Studies

XI. Mrs. Lewis Job
A. Address
   1. 1010 East Montgomery
      Knoxville, Iowa
   2. Telephone: VI2-2671
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Job has taken trips to England and Austria and will come to school and make short talks. Mrs. Sinterdyk lived in Holland and made short talks. They will show pictures of
D. Area of curriculum
   1. Social Studies
   2. Social Studies
XII. Mrs. Richard McVey
A. Address
1. 409 West Madison
   Knoxville, Iowa
2. Telephone: VI2-3787
B. Time the person can help
1. Afternoons
C. Resource value: Mrs. McVey will show slides of Germany, Switzerland, and France.
D. Area of curriculum
   1. Social Studies

XIII. Mr. and Mrs. Fred Parker
A. Address
1. 905 North Grant
   Knoxville, Iowa
2. Telephone: VI2-3673
B. Time the person can help
1. Mornings
C. Resource value: The Parkers will come to school and give a short talk. They have pictures and some jewelry from France, Italy, Sicily, Greece, Crete, Portugal, Sardinia, Spain, and Turkey.
D. Area of curriculum
   1. Social Studies

XIV. Mrs. W. R. Selby
A. Address
1. Colonial Manor Apartments
   Knoxville, Iowa
2. Telephone: VI2-5673
B. Time the person can help
1. To be arranged
C. Resource value: Mrs. Selby has a film of a boat trip to France and other European countries. She will show the film and explain.
D. Area of curriculum
   1. Social Studies

XV. Mrs. Yme Sloterdyk
A. Address
1. 401 Terrace Lane
   Knoxville, Iowa
2. Telephone: VI2-4222
B. Time the person can help
1. Afternoons
C. Resource value: Mrs. Sloterdyk lived in Holland for twenty-seven years and will come to the school or have class visit the home. She will also give a short talk or show pictures of Western Europe.
D. Area of curriculum
   1. Social Studies
XVI. Mrs. Glen Stephenson
A. Address
   1. 1212 West Madison
      Knoxville, Iowa
   2. Telephone: VI2-2076
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Stephenson will come to school and show collections of articles of interest from England.
D. Area of curriculum
   1. Social Studies

XVII. Staff Major Wayne Steward
A. Address
   1. 114 North Conrey
      Knoxville, Iowa
   2. Telephone: VI2-3732
B. Time the person can help
   1. To be arranged
C. Resource value: Major Steward will come to school and show slides on Germany.
D. Area of curriculum
   1. Social Studies

XVIII. Mrs. Robert M. Beruder
A. Address
   1. Route #4
      Knoxville, Iowa
   2. Telephone: VI2-3045
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Beruder will show colored slides of Japan.
D. Area of curriculum
   1. Social Studies

XIX. Mr. and Mrs. Willard Prather
A. Address
   1. 1414 Hobart
      Knoxville, Iowa
   2. Telephone: VI2-2766
B. Time the person can help
   1. To be arranged
C. Resource value: The Prathers will show pictures of Japan and Korea.
D. Area of curriculum
   1. Social Studies
D. Area of curriculum
   1. Social Studies
XX. Mrs. Glen Stephenson
A. Address
   1. 1212 West Madison
      Knoxville, Iowa
   2. Telephone: VI2-2076
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Stephenson will come to school and show a collection of interesting articles from Japan.
D. Area of curriculum
   1. Social Studies

XXI. Staff Major Wayne Steward
A. Address
   1. 114 North Conrey
      Knoxville, Iowa
   2. Telephone: VI2-3732
B. Time the person can help
   1. To be arranged
C. Resource value: Major Steward will come to school and show slides of Korea.
D. Area of curriculum
   1. Social Studies

XXII. Mr. Charles Wooldridge
A. Address
   1. 209 South Conrey
      Knoxville, Iowa
   2. Telephone: VI2-4962
B. Time the person can help
   1. Afternoons
C. Resource value: Mr. Wooldridge has pictures of Korea and the people who live there. He will come to school to talk and explain the pictures.
D. Area of curriculum
   1. Social Studies

XXIII. Mrs. Neola Ashton
A. Address
   1. 1113 Roosevelt
      Knoxville, Iowa
   2. Telephone: VI2-4453
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Ashton will show pictures of Mexico.
D. Area of curriculum
   1. Social Studies
XXIV. Mr. and Mrs. Ned K. Job
A. Address
1. 1301 West Middle
   Knoxville, Iowa
2. Telephone: VI2-3431
B. Time the person can help
1. To be arranged
C. Resource value: Mrs. Job will come to school
   and show handicraft from Mexico.
D. Area of curriculum
1. Social Studies

XXV. Mr. Jack Moore
A. Address
1. 1408 North Grant
   Knoxville, Iowa
2. Telephone: VI2-3032
B. Time the person can help
1. Afternoons
C. Resource value: Mr. Moore will show movies
   and give a short talk on Mexico.
D. Area of curriculum
1. Social Studies

XXVI. Mr. Glenn D. Borchert
A. Address
1. 1507 West Montgomery
   Knoxville, Iowa
2. Telephone: VI2-3629
B. Time the person can help
1. Afternoons
C. Resource value: Mr. Borchert will make a
   short talk on Okinawa and the Philippine
   Islands.
D. Area of curriculum
1. Social Studies

XXVII. Mr. David Norton
A. Address
1. Route #2
   Knoxville, Iowa
2. Telephone: VI2-4380
B. Time the person can help
1. To be arranged
C. Resource value: Mr. Norton has pictures of
   Guam and will come to school to talk and
   show pictures.
D. Area of curriculum
1. Social Studies
XXVIII. Mrs. Glen Stephenson
A. Address
   1. 1212 West Madison
      Knoxville, Iowa
   2. Telephone: VI2-2076
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Stephenson will come to school and show a collection of articles of interest from the Philippine Islands.
D. Area of curriculum
   1. Social Studies

Travel (United States)

I. Mrs. Neola Ashton
A. Address
   1. 1113 Roosevelt
      Knoxville, Iowa
   2. Telephone: VI2-4453
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Ashton will show pictures of Alaska.
D. Area of curriculum
   1. Social Studies

II. Mr. and Mrs. James Bell
A. Address
   1. 1413 Hobart
      Knoxville, Iowa
   2. Telephone: VI2-4389
B. Time the person can help
   1. To be arranged
C. Resource value: Mr. and Mrs. Bell will give a short talk and show pictures of Kodiak Island and Alaska.

III. Mrs. Glen Stephenson
A. Address
   1. 1212 West Madison
      Knoxville, Iowa
   2. Telephone: VI2-2076
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Stephenson will show collections of articles of interest from Alaska.
D. Area of curriculum
   1. Social Studies
IV. Mr. Dean E. VanZee
A. Address
1. Route #3
   Knoxville, Iowa
2. Telephone: VI2-2278
B. Time the person can help
1. To be arranged
C. Resource value: Mr. VanZee will make a short talk and show pictures of Alaska.
D. Area of curriculum
1. Social Studies

V. Mrs. June E. McKeever
A. Address
1. 802 South Patrick
   Knoxville, Iowa
2. Telephone: VI2-5534
B. Time the person can help
1. To be arranged
C. Resource value: Mrs. McKeever will come to school and make a short talk. She has some pictures of Hawaii and some coral to show.
D. Area of curriculum
1. Social Studies

VI. Mr. David Norton
A. Address
1. Route #2
   Knoxville, Iowa
2. Telephone: VI2-4380
B. Time the person can help
1. To be arranged
C. Resource value: Mr. Norton has pictures of Honolulu and will give a short talk.
D. Area of curriculum
1. Social Studies

VII. Mrs. Glen Stephenson
A. Address
1. 1212 West Madison
   Knoxville, Iowa
2. Telephone: VI2-2076
B. Time the person can help
1. To be arranged
C. Resource value: Mrs. Stephenson will show articles of interest from Hawaii.
D. Area of curriculum
1. Social Studies
VIII. Mrs. Chet Mathews
A. Address
   1. Harvey, Iowa
   2. Telephone: VI2-3208
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Mathews will show pictures of the United States in general.
D. Area of curriculum
   1. Social Studies

IX. Mrs. Wayne Sutherland
A. Address
   1. 301 West Jefferson
      Knoxville, Iowa
   2. Telephone: VI2-4552
B. Time the person can help
   1. To be arranged
C. Resource value: Mrs. Sutherland has slides of most areas of the United States.
D. Area of curriculum
   1. Social Studies

X. Mr. Ronald D. Sheetz
A. Address
   1. 1014 South Fifth
      Knoxville, Iowa
   2. Telephone: VI2-5646
B. Time the person can help
   1. To be arranged
C. Resource value: Mr. Sheetz will show slides of Washington, D.C.
D. Area of curriculum
   1. Social Studies

XI. Mr. and Mrs. W. E. Armstrong
A. Address
   1. 106 South Conrey
      Knoxville, Iowa
   2. Telephone: VI2-2283
B. Time the person can help
   1. Afternoons
C. Resource value: Mr. and Mrs. Armstrong will show pictures of Yellowstone Park.
D. Area of curriculum
   1. Social Studies
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to discover what educational resources were available within the surrounding school district, to classify these resources so the information could be readily available to the school and aid in the improving of the educational program, and to make this information available to the staff of the Knoxville Community Schools for their use in the year 1965-1966.

A review of related studies and literature was made, and from this review the criteria were selected and areas chosen for the classification of the resources. A plan was formulated from this study and this was used throughout.

A personal survey was sent home with the elementary children and personal interviews were held with the business establishments in the area. From the material collected after this preliminary work was finished, the resources which were most applicable and were most readily available were arranged in categories.

The survey was completed in the spring and summer of 1965. This material will be made available to the staff of
the elementary schools of Knoxville Community School District at the beginning of the 1965-1966 school year.

This resource list is not intended to be either complete or permanent, but subject to change and additions as the community changes.

II. RECOMMENDATIONS

Recommended uses for community resources. It is hoped that this guidebook will aid in the improvement of instruction and that it will bring students into contact with community resources. It is desired that this will help the teacher to extend the learnings beyond the confines of the classroom.

When the teacher uses any resource as an aid to the instructional program, the teacher must be certain that it will meet the objectives of education. It is up to the teacher to decide when the resource will aid the general program.
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C. UNPUBLISHED MATERIALS


Flaum, Laurence S. "The Selection and Use of Community Resources." Unpublished material, Drake University, Des Moines, Iowa, 1957. (mimeographed).


Stretch, Verda M. "Educational Resources in the Community of Ravenwood, Missouri." Unpublished field study, Department of Education, Drake University, Des Moines, Iowa, 1953.

APPENDIX
KNOXVILLE COMMUNITY SCHOOLS
KNOXVILLE, IOWA
MARCH, 1969

Dear Parents:

The staff of the Knoxville Community Schools is interested in making classroom learning a part of community living. We are confident that there are many people in our community who have hobbies and experiences which would greatly benefit our school. To assist us in locating these individuals, we are sending you the enclosed questionnaire.

We will appreciate your answering the questions and returning the questionnaire to us by the end of this week, if possible.

Thank you.

Very truly yours,

Clyde A. Davis, Superintendent
Knoxville Community Schools
KNOXVILLE COMMUNITY SCHOOLS
Knoxville, Iowa

May 10, 1965

Dear Parent:

The staff of the Knoxville Community Schools is interested in making classroom learning a part of community living. We are confident that there are many people in our community who have hobbies and rich experiences which would greatly benefit our school. To assist us in locating these individuals, we are sending you the enclosed questionnaire. We will appreciate your answering the questions and returning the questionnaire to us by the end of this week if possible.

Thank you.

Very truly yours,

Floyd A. Davis, Superintendent
Knoxville Community Schools

<table>
<thead>
<tr>
<th>Hobbies</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antiques</td>
<td>Other</td>
</tr>
<tr>
<td>Art</td>
<td>Other</td>
</tr>
<tr>
<td>Camera Photography</td>
<td>Other</td>
</tr>
<tr>
<td>Collecting</td>
<td>Other</td>
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<tr>
<td>Dancing</td>
<td>Other</td>
</tr>
<tr>
<td>Drawing</td>
<td>Other</td>
</tr>
<tr>
<td>Flower Raising</td>
<td>Other</td>
</tr>
<tr>
<td>Gardening</td>
<td>Other</td>
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<tr>
<td>Hiking</td>
<td>Other</td>
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<tr>
<td>Jewelry</td>
<td>Other</td>
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<tr>
<td>Knitting</td>
<td>Other</td>
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<tr>
<td>Model Building</td>
<td>Other</td>
</tr>
<tr>
<td>Music</td>
<td>Other</td>
</tr>
<tr>
<td>Photography</td>
<td>Other</td>
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<tr>
<td>Quilting</td>
<td>Other</td>
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<tr>
<td>Shopping</td>
<td>Other</td>
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<tr>
<td>Sports</td>
<td>Other</td>
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<tr>
<td>Theatre</td>
<td>Other</td>
</tr>
<tr>
<td>Typing</td>
<td>Other</td>
</tr>
<tr>
<td>Wood Burning</td>
<td>Other</td>
</tr>
<tr>
<td>Wildlife</td>
<td>Other</td>
</tr>
<tr>
<td>Writing</td>
<td>Other</td>
</tr>
</tbody>
</table>

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1. Do you have any of the following collections? If so, please check:

- Antiques
- Art
- Camera Photography
- Collecting
- Dancing
- Drawing
- Flower Raising
- Gardening
- Hiking
- Jewelry
- Knitting
- Model Building
- Music
- Photography
- Quilting
- Shopping
- Sports
- Theatre
- Typing
- Wood Burning
- Wildlife
- Writing

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1. Do you have any of the following collections? If so, please check:

- Stamps
- Bird Eggs
- Old Coins
- China
- Old Books
- Rocks
- Magazines
- Glassware
- Indian Relics
- Pottery
- Pioneer Items
- Dolls
- Spoons
- Antiques
- Butterflies
- Insects
- Shells
- Other

2. Do you have any of the following hobbies? If so, please check:

- Organ
- Woodworking
- Drama
- Photography
- Violin
- Training Animals
- Other Instruments
- Cake Decorating
- Vocal Music
- Knitting
- Languages
- Painting
- Flower Raising
- Ceramics
- Flower Identification and Care
- Braile
- Weaving or Hooking Rugs
- Raising Birds
- Quilting
- Raising Fish
- Leather Craft
- Mining
- Other

If you have taken a trip to foreign countries, if so, what?

Languages
- Painting
- Flower Raising
- Ceramics
- Flower Identification and Care
- Braile
- Weaving or Hooking Rugs
- Raising Birds
- Quilting
- Raising Fish
- Leather Craft
- Mining
- Other

If so, when would it be convenient for you to help?

Morning

Afternoon
3. Do you have any special experience in any of the following:

Bird Watching ______
Farming _______ Area ______
Transportation ______ Area ______
Traffic Safety ______ Area ______
Aeronautics _______ Area ______
Art ________ Area _______
Local History ___________________________
Sports ______(Which) Tennis _______ Golf _______ Folk Dancing_____
Tumbling ______ Bowling ______ Basketball _______ Football_____
Baseball_______ Swimming_______ Lifeguard_______
Ice Skating ______ Pool_______ Badminton ______
Ping Pong _______ Other ______________________
Recreation (Other than that above) _______________________

4. Have you taken trips to foreign countries? ______ If so, what? This includes military service. _________________________

5. Do you have pictures or other articles of interest to the children from your trips? (If so, list.) _______________________

6. Please check the types of activities in which you would be willing to participate at school?

    Will make a short talk_______
    Will show collection ________
    Will show filmstrips, slides or movies ______
    Will help in conducting a field trip ______

If so, when would it be convenient for you to help?
    Morning _______ Afternoon________
7. Do you know of a place in the community that would have special interest to children for a field trip? If so, list.

8. Would you prefer to -
   Come to school _____
   Have the class visit your home _____
   Have the class visit your place of business _____

9. Do you know anyone in the community who has had interesting experiences, or has special talents? Please list and indicate how they might help.

Signed ____________________________
Address ____________________________
Telephone ____________________________

Would it be convenient for some of the school personnel to have an interview with you? _____ If so, when would an interview be most convenient? ____________________________

Please return this paper sometime this week.